The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

World History - Unit Nine – The Great Wars

Elaborated Unit Focus	This unit is designed to examine the causes and results of the great **conflicts** of the first half of the 20th century, World War I and World War II. Students will examine the causes of each conflict, the nature of the technology, and strategic actions of the war and the resulting accommodations made by victors and the defeated. Students will analyze the changing world alignment as world powers dictated the peace from each conflict and the emerging nationalism among colonized groups who were impacted by the agreements. The inter-war years will be examined for evidence of **cultural** change and reaction to post war agreements. Students will examine the movement of Russia, Germany and Italy toward authoritarian **governments** and the steps of aggression that led to World War II. Finally, students will investigate the agreements and those who made them at the conclusion of World War II. Students will explain the impact of these agreements on Eastern Europe. Students will examine the attempts to establish mechanisms for peaceful conflict resolution through the United Nations and recovery programs such as the Marshall Plan and McArthur's plan for Japan.
Connection to Connecting Theme/Enduing Understandings	- The student will understand that when there is conflict between or within societies, change is the result. - The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. - The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.
GSE for Social Studies (standards and elements)	**SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.** a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism. b. Describe conditions on the war front for soldiers, include: new technology and war tactics. c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control. d. Analyze the destabilization of Europe in the collapse of the great empires. **SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.** a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan. b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan. c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments. d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles. **SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.** a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres. b. Identify Nazi ideology and policies that led to the Holocaust and its consequences. c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States. d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.

Connection to Literacy Standards for Social Studies (reading and/or writing)	**L9-10RH1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **L9-10RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **L9-10RH3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **L9-10RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **L9-10RH10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. **L9-10WHST1:** Write arguments focused on discipline-specific content a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. e. Provide a concluding statement or section that follows from or supports the argument presented. **L9-10WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **L9-10WHST5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **L9-10WHST9:** Draw evidence from informational texts to support analysis, reflection, and research. **L9-10WHST10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Connection to Social Studies Matrices (information processing and/or map and globe skills)	**Map and Globe Skills:** 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 8. draw conclusions and make generalizations based on information from maps 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations **Information Processing Skills:** 1. compare similarities and differences 4. distinguish between fact and opinion 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 7. interpret timelines, charts, and tables 11. draw conclusions and make generalizations 12. analyze graphs and diagrams 14. formulate appropriate research questions

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1	*The student will understand that when there is conflict between or within societies, change is the result.* **Essential Question:** Why does conflict escalate? 1. How did technological advances influence the wars? 2. How did the politics of the time influence the wars? 3. How did the world and nations' economies influence the wars?
Enduring Understanding 2	*The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.* **Essential Question:** How can ideas lead to war? 1. What was the impact war on science, art, and social thinking? 2. How were the forces of nationalism increased by the outcomes of World War I and World War II? 3. How did the beliefs of individuals and groups lead to the atrocities seen during the period of the two wars?
Enduring Understanding 3	*The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.* **Essential Question:** Is the world still suffering from the aftermath of the world wars? 1. In what way was the Battle of Verdun an example of the new type of warfare and what was its significance? 2. What were the conditions under which totalitarian governments and the police state emerged in Russia, Germany, Italy and Russia? 3. What were the steps of aggression that led to the outbreak of World War II?

Sample Instructional Activities/Assessments

Exclusion Brainstorming – Vocabulary Activity

Exclusion brainstorming helps students activate and build prior knowledge of topic as a way of learning new words or phrases that connect to a larger concept.

The example in the box below was used by a high school social studies teacher who was beginning a study of factory reform in this country. The teacher chose words that appeared in the material (textbooks, resources, audiovisual aids) the students would be encountering. After talking briefly about the Triangle Shirtwaist tragedy, in which over one hundred women dies in a fire in a garment factory where they worked, she asked her students to work in pairs or small groups and decide which words they expected to find in selections related to factory reform and which they didn't.

Regardless of their choices, thinking and talking about why a word might or might not appear enlarges students' thinking about language as it relates to a specific event. Students can revisit the words after they've read the material to see whether their guesses held true. Talking about what words fit, how words they didn't anticipate made their way into the text about the topic, and ways that common words took on uncommon meanings in relation to the topic are all rich learning experiences.

Exclusion Brainstorming Example
factory reform

hate	investigation	rules
reparations	safety	acquittal
disaster	insurance	locked doors
fairness	floor	quiet
humanitarian	survivor	unharmed
fire	employees	

Directions: Cross out the words you don't think will be found in this selection and circle those you are likely to find.

Procedure:

• Prepare an exclusion brainstorming list that includes new words and phrases related to the key concept.

• Students work in groups to identify words they think will appear in the selection and those which will not.

• Students mark a line through words and phrases they think will not appear in the selection, and be prepared to explain why.

• After students read the selection, they will compare their choices with the actual text.

• Discuss with students how the process helped them as they read the selection.

Possible text for students to read: Chapter 3 Nationalism and Militarism, Hyde, Natalie. *World War I : The Cause of War*. Crabtree Publishing, 2014. World War I: Remembering the Great War. EBSCO*host*, proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=787153&site=eds-live&scope=site.

Possible Exclusion Brainstorming List:

Celebrated, Unification, Landlocked, Slavic, Stinging, Automatic, Drafted, Fronts, Neutral, Offensive, Civilian, Train, Expanding, Humiliated, Patriotic, Inspirational, Nationalism, Militarism, Pride, Industry, Smothered, Bordered.

GSE Standards and Elements	**SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.**
	a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism.

Literacy Standards **Social Studies Matrices** **Enduring Understanding(s)**	**Literacy Standards:** **L9-10RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **Social Studies Matrices:** **Map and Globe Skills:** 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps **Information Processing Skills:** 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations **Enduring Understanding:** The student will understand that when there is conflict between or within societies, change is the result.

PLAN: An Active Reading Strategy

PLAN allows students who may be visually inclined to record their readings in a map format. If you have tried SQ4R or another textbook reading strategy, but it didn't quite click, then try adopting PLAN, a simple four-step program that allows you to place main concepts, definitions, people, places, and times into a physical representation and catalogue. PLAN also forces you to imagine the information in your textbook before you approach the text, place information in the context of what you already know, and then search out any holes in your knowledge.

Step 1: Predict

Step one entails scanning your text and looking for the following information to make a "predictive map" of the text's contents:

- Bolded, italicized, or defined terms
- Key people, places, or time periods
- Charts, graphs, or any other visual representation of data
- Headings, subheadings, or organizational titles
- Examples
- Summaries or study questions

Using this information, you will draw a map of what you expect the chapter, article, or essay to discuss. Connect the ideas using lines or arrows, and remember to designate main ideas and smaller ideas.

Step 2: Locate

After drawing your map, determine which information you already know, and which information you will have to find when you read the textbook more thoroughly.

- Note missing information with a question mark, and note completed information with a checkmark.
- You can fill in information you already know during this step, or wait to compare with the textbook.

You will find an example of a predictive map with the "Locate" step on the following page!

READ THE TEXT!!

Step 3: Add

After reading the text, close your book and try answer the questions remaining in your prediction map.
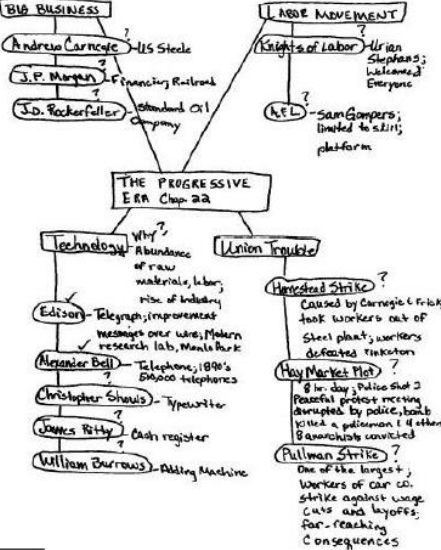
- Try to include as much information as possible for each topic, but also try to determine which ideas were the most prominent or important in your reading.

You will find an example of a map with additions below!

Predictive Map after Step 2: Locate[2]
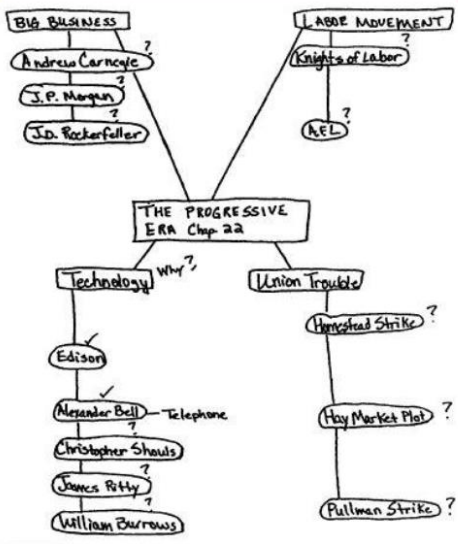
Map after Step 3: Add

Step 4: Note

After filling in your missing information, continue to develop and prepare the information. In other words, determine *how* you will use the information: will you have a multiple choice or essay exam, an assigned chapter summary, or a group presentation?

- Different assignments will require you to use the information differently, and Step 4 allows you to organize your notes into a summary paragraph, or to practice recreating your map from memory to prepare for a multiple choice or fill-in-the-blank exam.
- You may also decide that your predictive map was inaccurate; during step four you can reorganize the relationships between ideas and definitions to more accurately reflect what you read in the textbook.

PLAN is a useful strategy for those students who need to *see* the connections between ideas, and rewriting and reorganizing your notes has been proven to improve recall.

1 The above strategies have been adopted and adapted from the following article,

Caverly, D.C, Mandeville, T. F., & Nicholson, S. (1995). "PLAN: A study-reading strategy for informational text." *Journal of Adolescent & Adult Literacy,* 39 (3): 190-199.

Possible article to read: Chapter Seven. Vander Hook, Sue. Adolf Hitler : German Dictator. Abdo Publishing, 2011. Essential Library. Essential Lives. EBSCOhost, proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=395127&site=eds-live&scope=site.

GSE Standards and Elements	**SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.**
	b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.

Literacy Standards **Social Studies Matrices** **Enduring Understanding(s)**	**Literacy Standards:** **L9-10RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **L9-10RH10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. **L9-10WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **L9-10WHST9:** Draw evidence from informational texts to support analysis, reflection, and research. **Social Studies Matrices:** **Information Processing Skills:** 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources **Enduring Understandings** *The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.*

Particle, Wave, Field (Tagmemics) – Pre-Writing Activity

The basic idea underlying tagmemics can be easily stated: an object, experience, or idea can be viewed as a **particle** (a static unit), a **wave** (a dynamic unit changing over time), or a **field** (a unit seen in the context of a larger network of relationships). Each of these perspectives encourages you to ask different kinds of questions about your subject (represented here as X).

Particle perspective: What is X?

Wave perspective: How has X changed over time?

Field perspective: How does X relate to Y or Z?

Example:

If you view something as a **particle**, you focus on it as a static (still) entity. For example, if you were exploring ideas for a sociology paper on the transformation of the American nuclear family, you could use a particle perspective to ask questions like the following:

- What does the term nuclear family mean?
- Who formulated the term nuclear family?
- What features characterize the nuclear family?

If you look at a subject from the **wave** perspective, you view it as dynamic or changing over time. The wave perspective would encourage you to ask the following questions:

- How long has the nuclear family characterized family structure in America?
- When did the nuclear family begin to change?
- What factors have caused the nuclear family to change?
- How might these factors affect the American family in the future?

Finally, if you look at a subject from a **field** perspective, you ask questions about the way that the subject functions as a part of a larger network of relationships. This perspective would encourage you to ask questions like these:

- How are changes in the structure of the American family related to other changes, such as those in the work force, organized religion, the educational system, and divorce rates?
- What are the consequences of changes in the nuclear family for American life in general? For politics? For social services? For education?

S*trategy Source: http://faculty.ncwc.edu/lakirby/English%20090/prewriting_strategies.htm*

Possible articles for students to read: Hein, David. "The Marshall Plan." Modern Age, vol. 59, no. 1, Winter2017, pp. 7-18. EBSCOhost, proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=121098894&site=eds-live&scope=site.

Mazzeno, Laurence W. "THE NEW WORLD ORDER: Speech on the Marshall Plan." ["Defining Documents: Post War"]. Defining Documents: Post War, July 2015, pp. 89-93. EBSCOhost, proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=khh&AN=118303150&site=eds-live&scope=site.

Possible Questions:

Particle

What was the Marshall Plan?

Who created the Marshall Plan?

Wave

How did the Marshall Plan represent a change in American foreign policy?

What factors influenced the creation of the Marshall Plan?

Field

How did the Marshall Plan and NATO have similar goals?

GSE Standards and Elements	**SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.**
	c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.
	d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	**Literacy Standards:**
	L9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
	L9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
	L9-10RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
	L9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
	L9-10RH8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
	L9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
	Social Studies Matrices:
	Information Processing Skills:
	1. compare similarities and differences
	5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
	6. identify and use primary and secondary sources
	Enduring Understanding:
	The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

Culminating Unit Performance Task

The Great Wars

Students read: Hicks, Mike. "World Still Suffering from World War I Fallout." *Indianapolis Business Journal*, vol. 35, no. 23, 04 Aug. 2014, p. 20. EBSCO*host*, proxygsu-kdoe.galileo.usg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bwh&AN=97407696&site=eds-live&scope=site.

Possible additional reading: Keynes, John Maynard. "Online Library of Liberty." *The Economic Consequences of the Peace - Online Library of Liberty*. N.p., n.d. Web. 01 May 2017. <http://oll.libertyfund.org/titles/keynes-the-economic-consequences-of-the-peace>.

Essay Prompt:

Mike Hicks argues that the world is still suffering from the effects of World War I. After reading Hicks' column and using the other resources from this unit, including text books, write an essay that discusses World War I and evaluates its impact on the world between the wars, World War II, and the world of today. Be sure to support your position with evidence from the text/s. **(Argumentation/Evaluation)**

Your essay must be between 500 and 750 words (approximately two to three pages) and have at least 4 citations.

GSE Standards and Elements	**SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.** a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism. b. Describe conditions on the war front for soldiers, include: new technology and war tactics. c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control. d. Analyze the destabilization of Europe in the collapse of the great empires. **SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.** a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan. b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan. c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments. d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles. **SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.** a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres. b. Identify Nazi ideology and policies that led to the Holocaust and its consequences. c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States. d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.
Literacy Standards **Social Studies Matrices** **Enduring Understanding(s)**	**Literacy Standards:** **L9-10RH1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **L9-10RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

L9-10RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

L9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

L9-10WHST1: Write arguments focused on discipline-specific content

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Matrices:

Map and Globe Skills:

6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

8. draw conclusions and make generalizations based on information from maps

10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Information Processing Skills:

1. compare similarities and differences

4. distinguish between fact and opinion

5. identify main idea, detail, sequence of events, and cause and effect in a social studies context

6. identify and use primary and secondary sources

7. interpret timelines, charts, and tables

11. draw conclusions and make generalizations

12. analyze graphs and diagrams

14. formulate appropriate research questions

Enduring Understandings

- *The student will understand that when there is conflict between or within societies, change is the result.*
- *The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.*
- *The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.*

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven. D. Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

This rubric is sourced from the Literacy Design Collaborative.